

Pupil premium strategy statement (primary)

1. Summary information					
School	ASTON ALL SAINTS C OF E PRIMARY SCHOOL				
Academic Year	2018-19	Total PP budget	£25,000	Date of most recent PP Review	September 2018
Total number of pupils	208	Number of pupils eligible for PP	19	Date for next internal review of this strategy	September 2019

2. Current attainment		
Attainment for Y6 PP pupils July 2018 – No pupil premium children were entered for the KS2 SATs in 2018	<i>Number of pupils eligible for PP (your school] in 2017-8</i>	<i>Y6 outcomes July 2018 – all children</i>
achieving in reading, writing and maths		69%
achieving age related in reading		72%
achieving age related in writing		88%
achieving age related in maths		84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Parents who do not encourage their children to read at home, both their school reading book or other materials which impacts on learning in all areas of the curriculum and in the acquisition of language
B.	Attainment in writing still needs to improve to ensure that children remain on their flight path to achieve expected or above by the end of Y6
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	External support for children with specific educational need to ensure that they make good progress relative to their starting points Family circumstances can provide barriers and school sign posts these families for external support from other agencies and recognises that these may impact on learning for individual children. Financial constraints can also be a barrier to children taking part in extracurricular experiences.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP children will be supported in their reading in school to impact on all areas of learning so that they have the best possible chance to meet age related expectations and make at least good progress from their relative starting points. Target parents of these children to support with reading at home and sign post to training for parents to support reading at home with their child. PP children will meet at least age related expectations in reading, making at least expected progress from their relative starting points.	The gap between attainment and progress for PP children and none PP children will be narrowed. Staff in school will liaise with families where support with reading at home is needed, is inconsistent to engage these families and help them to understand what a positive impact on learning this will have. Staff in school will identify children who do not read at

	There will be a focus on the current Y6 cohort – 25% of the cohort are PP	home and extra support in school is provided so that the risk of this becoming a barrier to learning is minimised. Staff will signpost parents to Better Reading partner training
B.	PP children follow or exceed their flight path for attainment and progress in writing so that they meet at least age related expectations in writing.	PP children will meet expected or above age related in writing and the gap will be narrowed between PP and none PP children
C.	All PP children will make at least good progress relative to their starting point. Interventions will be directed at specific PP children in the core subjects to provide the best opportunity for them to meet their target at the end of July 2019. PP children with identified barriers to learning, for example, an identified learning need, difficult family situation, will be well supported with targeted intervention and support. Financial support will be provided for children to access visits, residential visits, sport clubs in school and the community and music lessons	Termly pupil progress meetings will show that PP children are making progress in reading and writing and that the gap between attainment of PP children and none PP children has narrowed Interventions will be of a high quality and focussed on increasing the rate of progress for PP children of all abilities Any children not making expected progress will be identified early and appropriate action taken. PP children with additional needs will make at least good progress from their relative starting points. There will be effective communication with any external agencies

5. Planned expenditure

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All PP children will be supported in their reading in school to impact on all areas of learning so that they have the best possible chance to meet age related expectations and make at least good progress from their relative starting points. Target parents of these children to support with reading at home and sign post to training for parents to support reading at home with their child. PP children will meet at least age related expectations in reading, making at least expected progress from their relative starting points</p>	<p>Promote importance of reading at home and all year groups will have reward systems in place which will link to class dojo Promote reading/phonics and literacy, KS1 and KS2 meetings, workshops with parents to encourage attendance so that they are better informed about expectations If parents do not attend workshops, any resources provided are sent home Parents will be invited to a reading week in November School has invested in new spelling program – Read/write/inc providing every child with a home/school book to complete spelling activities for homework - this will continue to be promoted this school year School has invested in Abacus program which provides children with access to interactive reading books to read at home Extra one to one reading support will be targeted at children who are not supported with reading at</p>	<p>Reading is the key to all areas of the curriculum and support with reading at home and homework from the children's earliest days in school makes a positive contribution not only to their learning but to their work ethic for the rest of their school career</p> <p>We want all children, including PP children, to meet at least national expectations in reading in all year groups We want all children to follow a flight path which mirrors or exceeds their FS2 outcomes eg if a child is expected or above at the end of FS2 then they should remain so throughout school</p> <p>The Education Endowment Foundation teaching and learning toolkit states that evidence shows that parental involvement can have a moderate impact on children's success in school</p>	<p>Termly pupil progress meetings will show progress children are making especially in reading and writing</p> <p>Class teachers will monitor homework and reading and at home and speak to parents at open evenings to discuss this with parents</p>	<p>Head Teacher SM Literacy lead RM</p>	<p>Termly July 2019</p>

	<p>home Parents will be signposted to take part in Better Reading training To raise the profile of reading, older children will read with younger children in school as a good role model The school has invested in whole school training with a focus on reading – Inset Day 5th October 2018</p>				
<p>PP children follow or exceed their flight path for attainment and progress in writing so that they meet at least age related expectations in writing.</p>	<p>The writing curriculum is planned to deliver to national expectations for each year group A key area this year is to ensure that children are aware of the audience for their writing as well as the purpose so that all children will be engaged in their writing and achieve the best outcomes possible All class teachers continually monitor progress for all pupils and track progress termly The introduction of the new writing programme last year is having an impact on improving the outcomes for all children in all year groups Children targeted and tracked for progress against their FS2 and KS1 outcomes Interventions/pre learning groups will support identified groups of children to ensure that any barriers are overcome and they make at least expected progress Booster classes for children in Y6 his year there is a higher</p>	<p>For the current Y6 class extra support will be targeted at this vulnerable group of children which represents 25% of the class</p> <p>Targets for Y6 PP children – Reading – 75% Writing – 62% Maths – 62% 12% above expected standard</p> <p>This will give the children the best possible starting point to the next phase of the education – KS3</p>	<p>Quality first teaching for all children</p> <p>Quality materials – writing and spelling programs</p> <p>Quality and effective training for teachers and teaching assistants</p> <p>Monitoring of teaching of writing</p> <p>Monitoring of interventions delivered</p> <p>Scrutiny of children’s work in writing</p>	<p>Head Teacher Literacy and numeracy leads</p>	<p>Termly July 2019</p>

	than usual percentage of pupil premium children in the Y6 class and support will be targeted at this group of children to support these children to meet their targets in reading, writing and maths at the end of Y6				
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ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All PP children will make at least good progress relative to their starting point. Interventions will be directed at specific PP children in the core subjects to provide the best opportunity for them to meet their target at the end of July 2019. PP children with identified barriers to learning, for example, an identified learning need, difficult family situation, will be well supported with targeted intervention and support Y6 will be a focus for this support during the academic year	Interventions and planned pre learning tasks will target specific children or groups of children, including PP and children with additional needs to ensure they meet their full potential Teaching assistants in each year group to be deployed to provide this support as well as class teachers. From September 2017 further finances were invested in increasing TA hours to allow for quality intervention work either from the class teacher or the teaching assistant Teaching assistants to receive appropriate training relevant to their role and age group with which they work Children who lack confidence will be included in nurture or social groups to increase their confidence to fully engage in lessons	All children including PP children benefit from pre learning or short term interventions to support their learning or close gaps All teachers are aware of the needs of the children and strive for all children to meet their targets We know that children learn best when they are inspired and excited by their learning and we believe strongly that providing a rich curriculum is key to developing children's learning and skills. Termly visits as well as residential visits in Y4 and Y5 underpin our curriculum and we want all children to have these experiences We also offer extracurricular activities in sport and music and we would want all pupils, including PP, to have these opportunities as this enriches their experiences in school and gives confidence both in and out of school	Quality experiences across all year groups to excite and engage the children in their learning HT to monitor interventions and discuss their impact with class teachers at pupil progress meetings Progress of PP children to be tracked at termly pupil progress meetings and for those with additional needs at meeting to review IEPs	Head Teacher /SENCO	Termly and at the end of the school year – July 2019

Teaching assistant costs to provide interventions and one to one support - £20,000.00 Reading books to improve the quality of provision for all children in school - £5,000 Staff training in teaching of reading to raise standards for all children - £1,200 Funds to subsidise costs of visits including residential visits, music lessons, attendance at before and after school clubs £1600	Total budgeted costs	£27,800.00
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6. Review of expenditure

Previous Academic Year

2017-18

Quality teaching for all

Desired outcome	Chosen action approach	Estimated impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned(and whether you will continue with this approach)	Cost
All PP children will complete weekly homework tasks, including reading their reading book which will impact on the progress they make by the end of the school year ensuring good or better progress for PP children as well as all children	<p>Promote importance of homework in all year groups</p> <p>Send home the homework letter at the beginning of September as well as posting on the school website</p> <p>Promote reading/phonics and literacy, KS1 and KS2 meetings, workshops with parents to encourage attendance so that they are better informed about expectations</p> <p>If parents do not attend workshops, any resources provided are sent home</p> <p>Parents will be invited to a reading week in November</p> <p>School has invested in new spelling program – Read/write/inc providing every child with a home/school book to complete spelling activities for homework</p> <p>School has invested in Abacus program which provides children with access to interactive reading books to read at home</p> <p>Extra one to one reading support will be targeted at children who are not supported with reading at home</p> <p>All year groups have reading incentive schemes to encourage all children to read at home</p>	<p>Generally, there was a positive impact in terms of homework being completed but in KS2 this was also impacted by staff encouraging children to bring homework into school before the due date to access support at a lunchtime club. Staff were also diligent in the expectation that if homework was not brought back into school then children expected to complete this at a lunchtime or break time with adult supervision</p> <p>Workshops in FS2, Y2 and Y6 were very well attended. The Phonics workshop for Y1 parents was less so and this year we are trialling holding this workshop at the beginning of the day as parents drop their children off. What did work well was the phonics resource pack sent home in the spring term which most parents appeared to engage with. Phonics outcomes this year were the highest since the screening began.</p>	<p>Phonics workshop to be held at a different time of day to try and encourage more parents to take part.</p>	<p>Costs – £595 – Read/write/inc spelling program</p> <p>£960 Reading comprehension materials</p> <p>Staff training in writing - £1,200</p>

Targeted support

Desired outcome	Chosen action approach	Estimated impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned(and whether you will continue with this approach)	Cost																								
PP children who are expected or exceeding at the end of FS2 will meet expected or above at the end of KS1 in reading, writing and maths and continue on the same flight path to meet expected or above in the core areas by the end of Y6	The reading, writing and maths curriculum planned to deliver to national expectations for each year group All class teachers continually monitor progress for all pupils and track progress termly The introduction of new reading comprehension materials and a writing programme is aimed at improving the outcomes for all children in all year groups Children targeted and tracked for progress against their FS2 outcomes Interventions/pre learning groups will support identified groups of children to ensure that any barriers are overcome and they make at least expected progress Booster classes for children in Y6	Key stage one outcomes Reading – 70% Writing 73% Maths 73% Science 83% Outcomes for Pupil premium children across school – <table border="1"> <thead> <tr> <th>Year groups</th> <th>Expected or above Reading</th> <th>Expected or above Writing</th> <th>Expected or above Maths</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>100%</td> <td>100%</td> <td>33%</td> </tr> <tr> <td>Y2</td> <td>100%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Y3</td> <td>50%</td> <td>100%</td> <td>50%</td> </tr> <tr> <td>Y4</td> <td>50%</td> <td>0%</td> <td>50%</td> </tr> <tr> <td>Y5</td> <td>71%</td> <td>43%</td> <td>57%</td> </tr> </tbody> </table> This represents 16 children in Y1 – Y5	Year groups	Expected or above Reading	Expected or above Writing	Expected or above Maths	Y1	100%	100%	33%	Y2	100%	50%	50%	Y3	50%	100%	50%	Y4	50%	0%	50%	Y5	71%	43%	57%	Outcomes at the end of KS1 improved this year and these need to be sustained and this success built on in 2018-19	Provision of extra focussed support for individual and groups of children – £21,117
Year groups	Expected or above Reading	Expected or above Writing	Expected or above Maths																									
Y1	100%	100%	33%																									
Y2	100%	50%	50%																									
Y3	50%	100%	50%																									
Y4	50%	0%	50%																									
Y5	71%	43%	57%																									

Other approaches

Desired outcome	Chosen action approach	Estimated impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned(and whether you will continue with this approach)	Cost
All PP children will make at least good progress relative to their starting point. Interventions will be directed at specific PP children in the core subjects to provide the best opportunity for them to meet their target at the end of July 2018	Interventions and planned pre learning tasks will target specific children or groups of children, including PP and children with additional needs to ensure they meet their full potential Teaching assistants in each year group to be deployed to	Although this support is not exclusive to this group of children, the numbers given here relate directly to pupil premium children. This level of financial support would also be provided to other families in need, whether on a temporary or permanent basis <u>Visits</u> – 17 children received financial support with termly off site visits in the	This will continue as it allows these vulnerable groups of children to be able to access extracurricular provision	£1,231.00 for contributions towards visits, residential visits, afterschool clubs and the provision of music lessons £460.50 contribution to breakfast sport club for PP children who attend.

<p>PP children with identified barriers to learning, for example, an identified learning need will be well supported with targeted intervention and support</p>	<p>provide this support as well as class teachers. From September 2017 further finances have been invested in increasing TA hours to allow for quality intervention work either from the class teacher or the teaching assistant Teaching assistants to receive appropriate training relevant to their role and age group with which they work Children who lack confidence will be included in nurture or social groups to increase their confidence to fully engage in lessons</p>	<p>academic year 2017-18 <u>Residential visits</u> – 9 children received financial support with residential visits to Youlgreave and Whitby <u>After school clubs</u> – 5 children across the school year <u>Breakfast Sport Club</u> – 2 children across the year <u>Music lessons</u> – 4 children</p>		
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